Essential Question(s):

1. How can I use technology as a source of information to write an informative / explanatory text about animal and plant habitats?
2. How can researching with technology help me build background knowledge?

**Enduring Understanding**: By using text and other sources of information, I can write an informative / explanatory text about animal and plant habitats. I can use the writing process, including pre-writing, drafting and or revising/editing in order to create an informative/explanatory text.

**Common Core Standards:**

**W.3.2-** [CCSS.ELA-Literacy.W.3.2.a](http://www.corestandards.org/ELA-Literacy/W/3/2/a/)  
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

**W.4.2-** [CCSS.ELA-Literacy.W.4.2.a](http://www.corestandards.org/ELA-Literacy/W/4/2/a/)  
Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**W.5.2-** [CCSS.ELA-Literacy.W.5.2.a](http://www.corestandards.org/ELA-Literacy/W/5/2/a/)  
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

**Danielson Framework:** Domain 3: Instruction

3a Communicating with Students / 3b Using Questioning and Discussion Techniques / 3c Engaging Students in Learning /

3d Using Assessment in Instruction / 3e Demonstrating Flexibility and Responsiveness

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| **Common Core Standards: W.3.2, W.4.2, W.5.2** | **Essential Question(s):** How can I use technology as a source of information to write an informative / explanatory text about animal and plant habitats?  **SL: Write informative /explanatory texts in which they introduce a topic, use facts, and definitions to develop points and provide concluding statement or section.** | | | | | | | | |
| **Objectives 1:**  Students will use technology to explore various sources of information. Students will search for an understanding about what humans, plants and other animals need for survival and record their ideas | | **Objective 2:**  SWBAT define the terms habitat and nonpoint source pollution.  Describe how the combined activities of humans can effect a habitat.  Discuss appropriate habits for living things | | **O3:**  SWBAT Identify the characteristics of 5 major types of Habitats  Locate habitat types around the world | | **O4:**  SWBAT locate habitat types around the world.  Summarize the characteristics of 5 habitats.  Compare the characteristics of 2 habitats | **O5:**  SWBAT explain a physical adaptation.  Compare a series of adaptations of a living thing within its habitat.  Explore adaptations by predators and prey | |
| **Key Points:**  Characteristics of living things. Plant, Animal, Survival, | | **Key Points:** habitat, characteristics, survive, reproduce, **pollution**  **Nonpoint source pollution** *is caused by the combined actions of individuals who misuse or improperly dispose of common home and garden products.* | | **KP:** Habitat, Grasslands, Deserts, Forest (Temperate, Rainforest), Wetland, Tundra, Oceans & Lakes, | | **KP:** North, south, East, West, Equator, Characteristics | **KP:** physical, adaptation. Predators, prey | |
| **Materials**: Projector, Computer workstations, Internet access and headphones.  Index Card : 6 labeled Plant Investigator/ 6 labeled Animal investigator  <http://games.noaa.gov/oscar/flipbook_play.html> | | | **M:**  Internet, Projector & Computer.  <http://screencast.com/t/KTHYzq3RxkdU> | | **M:** Index cards, poster paper, markers, Venn Diagram, Images of Habitats, Internet, Projector & Computer | **M:** World map/Globe, Graphic Organizer. Online Text descriptions on 5 habitats | | **M:** Computer & Projector, Organizational Charts, Video Clips: adaptations, predators, prey | |
| **Assessments:** Teacher Observation, Tech Journals, Pre-test: poll using polldaddy.com website | | | **Assessments:**  Plant &Animal Investigator mind maps:  <https://creately.com/diagram/imocw3hg/9DEvrHyInqVulT0niARd6NLME%3D> | | **A:** | **A:** | | **A:** | |

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| **Objective 2:**  SWBAT define the term nonpoint source pollution.  Describe how the combined activities of humans can effect a habitat.  Discuss appropriate habits for living things  DOK:  Recall  Skill/Concept | **Opening/ Motivation**: 5min.  Teacher picks up computer mouse and pets it and states “I have named my mouse Mickey and I have decided to find the habitat for my mouse. Can you help me?!” Students should try to correct teacher that Mickey is not real. Students offer explanations based on Plant and Animal Investigations from previous lesson. Teacher posts images of a live mouse in its habitat and a series of words.  Teacher redirects and asks: ‘What is Mickey’s **habitat**? How can these words affect it?” Teacher reads words aloud **‘nonpoint source pollution’** | **Paraprofessional Responsibilities**:  A timer is set to 3 minutes.  A word doc tech journal template. with web links are saved on each computer station |
| **Intro to New Materials/ Mini-Lesson**: 5min.  Teacher presents Google video as a resource and Plant & Animal Investigator mind map (<https://creately.com/diagram/imocw3hg/9DEvrHyInqVulT0niARd6NLME%3D> ).  Review rules for google searching: Stay focused on research. No deviating or surfing to another site off topic. Teacher uses Mouse and Habitat image to complete Mind Map.  T: “Today we are going to explore the habitats of an animal. Then, we are going to explore how nonpoint source pollution can affect a habitat. We will break up into our Plant and Animal Investigation groups”. Teacher will then review group work rules. | **Para1:** Will redirect students who are off task. Prompt student to raise hand and participate. PECs as needed. |
| **Guided Practice**: 10min.  Teacher will demonstrate how to do an internet search with google video and review how to use Mind Map. Teacher will refer to mouse and habitat image to focus search. Teacher will demonstrate how to post information into a Mind Map. T: “You will now use your animal and habitats and find out how nonpoint source pollution will affect your plant or animal’s home.” | **Teacher:** prompt students to keep conversation focused and polite. Prompt each group member participate in discussion and Tech Journal writing |
| **Independent or Group Practice**: 20min  Students will separate into Plant & Investigator groups. Each group will be given a selection of conversation talking rules checklist and model conversations. All students will identify what nonpoint source pollution. They will then review their internet resources and investigate how it will affect their animals and plants from the perspective of their Plant or Animal Investigator role. | **Para(s) and teachers will rotate** to group locations and redirect students who are off task. Paras will review instructions |
| **Closing**: 10min.  Students will gather chairs in circle and share findings. Teacher will review and observe what where each student’s challenges and apparent skills during exercise. |  |
| **Differentiation:**   * Groups are determined socially and/or by their learning scaffold. * Visual learners will use Visuwords website ( <http://www.visuwords.com/> ) to define key point words. * Visual Learners can also redesign mind map identifying an animals habitat and how nonpoint pollution affect the animal and the habitat * Social learners with low literacy may copy and paste links to videos into Tech journal with one or two word notes. * Voice to text software to record notes or web search * Interest based learners can choose themselves as the animal that is affected by nonpoint source pollution. | | |

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| |  |  | | --- | --- | | **Groups:** | **Animal Investigator / Plant Investigator** | | **Student(s):** | Group: Plant Investigators (6 Students)  Group: Animal Investigators (6 Students) | | **Teacher / Para(s):** | **Para 1:** Encourage students to be specific: What is a habitat? What is a nonpoint source of pollution? Where does it affect your group?  **Teacher:** Demonstrate Mind Map use. | | **Procedure** | **Animal Investigator**- Define nonpoint source of pollution. Observes the animal in its habitat. How will a nonpoint source of pollution affect your animal?  Record info on your mind map?  **Plant Investigator**- Define nonpoint source of solution. Observes the plant within its habitat. What nonpoint source pollution do to plants? Record finding on tech journal | | **Assessment:** | Pre- Test. Tech Journal, Teacher Observation, Mind Map | |

**TECHNOLOGY DISPLAY OF INFORMATION RUBRIC**

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|  | **1** | **2** | **3** | **4** |
| **ACQUISITON OF INFORMATION FROM SOURCES** | I created a display with errors and little information about my topic. I did not use images or definitions of domain specific vocabulary. | I created a display with information about my topic and images, using less than the minimum of 5 (Blue/Green) or 10 (SA/Yellow) vocabulary words from sources. | I created a display with information about my topic and images, using 5 (Blue/Green) or 10 (SA/Yellow) vocabulary words from two sources (blue/green) or 5 sources (SA/yellow). | I created a display with information about my topic and images, using more than 5 (Blue/Green) or more than 10 (SA/Yellow) vocabulary words from more than two sources (blue/green) or more than 5 sources (SA/yellow). |
| **ORGANIZATION AND CLARITY OF DISPLAY** | I did not type and space my work appropriately, neatly, or in logical order. | I did not type my work, but it was neat and in logical order. | I typed and spaced my work appropriately, neatly, and in logical order throughout my display. | I typed and spaced my work appropriately, neatly, and in logical order, using additional tools such as boldfacing, highlighting, and varied fonts, to enhance the look of my work. |
| **PARTICIPATION IN THE WRITING PROCESS** | I participated in up to two activities related to the task. I made no revisions. | I participated in 3-4 activities related to the task. I made minimal revisions of my work. | I participated in all activities related to the task, including collecting information and images from 2 media sources/forms of media (blue/green) or 5 media sources/forms of media (SA/yellow), defining and listing vocabulary words, revising my work as needed, and publishing my display. | I participated in all activities related to the task, including collecting information and images from more than 2 media sources/forms of media (blue/green) or 5 media sources/forms of media (SA/yellow), defining and listing vocabulary words, revising my work as needed, and publishing my display. |
| **PRESENTATION OF DISPLAY** | I needed a great deal of support to present my work. I lacked focus and went off-topic. | I presented my display to my teacher and peers with supports: I conveyed information clearly and I stayed on topic with minimal redirection. | I presented my display to my teacher and peers with minimal support: I waited my turn, I conveyed information clearly, and I stayed on topic. | I presented my display to my teacher and peers independently: I waited my turn, I conveyed information clearly, I stayed on topic, and I answered questions about my presentation. |

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| http://thestreetwhereyoulive.files.wordpress.com/2011/09/talk.jpgConversation (Talking) Rules When having a Collaborative Conversation Remember… | |
| MC900304349[1] | To Speak |
| Question[1] | To Ask |
| MC900187159[1] | To Listen |
| MC900097891[1] | To Think |
| MC900311804[1] | To SHARE IDEAS |

**Objective 1**: Students will use technology to explore various sources of information. Students will search for an understanding about what humans, plants and other animals need for survival and record their ideas

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| Conversation Checklist MC900442139%5b1%5d | |
|  | Did we Speak |
|  | Did we Ask |
|  | Did we Listen |
|  | Did we Think |
|  | Did we SHARE IDEAS? |

**Tech Journal:**

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| Date: | Notes: |
| Plant Investigator Name:  Define nonpoint source of pollution. Observes your plant.  How will a nonpoint source of pollution affect your plant?  Record your explorations. |
|  |
| Animal Investigator Name:  Define nonpoint source of pollution. Observes your animal.  How will a nonpoint source of pollution affect your animal?  Record your explorations. |
| Assessment:  Checklist, Tech Journal/ Mind Map |

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| Group Talk: Key Phrases Chart | |
| * “ May I add something to that?” * “I think……” * “I feel…….” * “Could you repeat that?” * “Hmmmm…..Let me think.” * “Let’s get back on topic” | * “I agree because….” * “Excuse me, but could you explain it another way? I am not clear. I may have missed something. * “That is a really good point!” * “I do not agree because….” * “Thank you! That was a great conversation.” |

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| **List of Websites: Objective1** |
| <http://www.bing.com/images/search?q=animal+and+plant&qpvt=animal+and+plant&qpvt=animal+and+plant&FORM=IGRE>  <https://www.google.com/search?q=plant+and+animal&biw=1536&bih=757&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwiu5suL6O_LAhWK6SYKHVcwBFMQsAQIIw#imgrc=_>  <http://www.encyclopedia.com/c/2983-plants-and-animals.html>  <http://estuaries.noaa.gov/Estuarylive/VideoGallery.aspx>  <https://www.youtube.com/watch?v=TiYqwklVFi0&feature=relmfu> |

**Objective 2:** SWBAT define the term nonpoint source pollution. Describe how the combined activities of humans can effect a habitat. Discuss appropriate habits for living things



*Image Source:* [*http://www.myfunnypets.net/wp-content/uploads/2010/09/field-mouse\_71.jpg*](http://www.myfunnypets.net/wp-content/uploads/2010/09/field-mouse_71.jpg)

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| **List of Websites: Objective2** |
| <http://screencast.com/t/KTHYzq3RxkdU>  <http://creately.com/diagram/imocw3hg/Mind%2BMap-%2BSurvival%2Bof%2Bliving%2Bthings>  <http://1.bp.blogspot.com/-IRcMTq0jr-w/TwaeqfJD1bI/AAAAAAAAAeE/4ulpdEHAKNk/s1600/Water+Pollution.jpg>  <http://games.noaa.gov/oscar/flipbook_play.html>  <http://www.teachertube.com/video/water-pollution-260592> |